



*Getting
Ready*

Montana Common Core Standards and Assessments

Announcing the adoption
and transition to

**Montana Common Core Standards
and Assessments**

by the Montana Board of Public Education
on **November 4, 2011.**



The Montana Office of Public Instruction will provide
on-going information, training and resources.

Website: <http://www.opi.mt.gov/MontanaCommonCoreStandards>





COLLEGE AND CAREER READINESS

- ❑ The level of achievement a student needs to enroll and succeed without remediation in credit-bearing first-year postsecondary courses.
 - ❑ two-year or four-year institutions
 - ❑ trade schools
 - ❑ technical schools
- ❑ Today, workplace readiness demands the same level of knowledge and skills as college readiness.



Grade 04 ELA Sample CR Item Form


Sample Item ID:	ELA.Gr.CR.Claim1.XXXXX.5.XXX
Grade/Model:	4/2b
Claim:	Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	Target 5: ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)
Standard(s):	RL-6, RL-7, RL-9
DOK:	4
Difficulty:	M
Item Type:	Constructed Response
Score Points:	4
Correct Response:	See rubric
Stimulus/Passage(s):	<i>How the Leaves Came Down</i> and <i>The Little Captive</i>
Acknowledgement(s):	"How the Leaves Came Down" http://www.gutenberg.org/cache/epub/4560/pg4560.html excerpt from "The Little Captive" From <i>Wide Awake Stories</i> , Charles E. Graham & Co., Newark, N.J., New York, N.Y.
Item/Task Notes:	
How this item/task contributes to the "sufficient evidence" for this claim:	When students read and interpret excerpts from two different literary texts, they will compare how patterns of events in the texts are similar.
Target-specific attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.



SIX MAJOR SHIFTS IN ELA/LITERACY

Shift 1: K-5
Balancing
Informational
and Literary Text

Shift 2: 6-12
Knowledge in the
Content Areas



Shift 3: Grade-
level Text
Complexity

Shift 4: Text-
based Answers

Shift 5: Writing
from Sources

Shift 6: Academic
Vocabulary



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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4/26/2012



WHAT IS TEXT COMPLEXITY?

Text complexity – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4–16)

STANDARD 10: RANGE, QUALITY, AND COMPLEXITY OF STUDENT READING K-12

College and Career Readiness Anchor Standards for Reading

← Strand

Range of Reading and Level of Text Complexity

← Topic

CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

← Standard

Reading Standards for Literature

RL.K.10: Actively engage in group reading activities with purpose and understanding.

RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



THE STANDARDS' GRADE-SPECIFIC TEXT COMPLEXITY DEMANDS

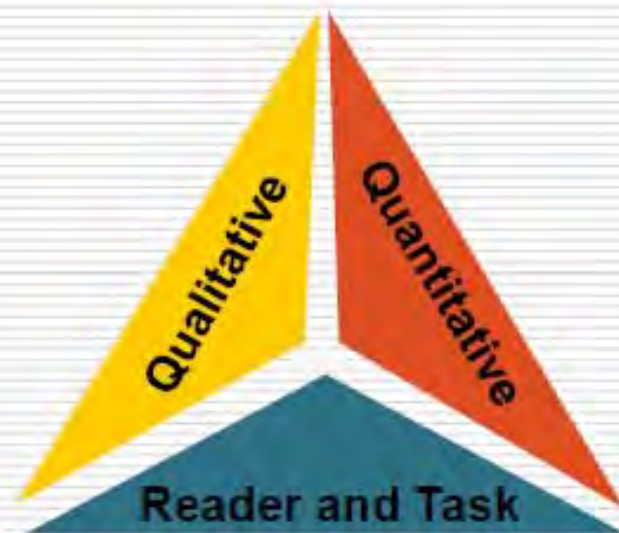
Figure 4: The Progression of Reading Standard 10

Grade(s)	Reading Standard 10 (Individual text types omitted)
K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry [Informational texts] of appropriate complexity for grade 1.
2	By the end of the year, read and comprehend literature [Informational texts] in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature [Informational texts] at the high end of the grades 2–3 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature [Informational texts] in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	By the end of the year, read and comprehend literature [Informational texts] at the high end of the grades 4–5 text complexity band independently and proficiently.
6	By the end of the year, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	By the end of the year, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6–8 text complexity band independently and proficiently.
9–10	By the end of grade 9, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	By the end of grade 10, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.
11–12	By the end of grade 11, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	By the end of grade 12, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.

Text Complexity

The Standards' Approach to Text Complexity

1. **Quantitative measures** – readability and other scores of text complexity. **A vertical scale tied to text.**
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



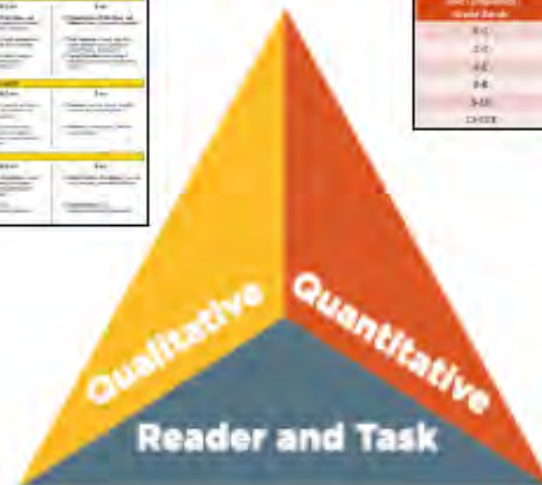
Determining Text Complexity

A Four-step Process:

1. Determine the quantitative measures of the text.
2. Analyze the qualitative measures of the text.
3. Reflect upon the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.

TEXT COMPLEXITY: QUALITATIVE MEASURES INFORMATIONAL TEXTS			
Band	Qualitative Measures	Quantitative Measures	Reader and Task Considerations
K-1	Texts are simple and straightforward, with a clear purpose and a single main idea. They use basic vocabulary and sentence structures.	Lexile Band: 100-200	Readers are beginning to read and understand informational texts. Tasks are simple and straightforward.
2-3	Texts are more complex than K-1, with a clear purpose and a single main idea. They use more complex vocabulary and sentence structures.	Lexile Band: 200-300	Readers are beginning to read and understand informational texts. Tasks are more complex than K-1.
4-5	Texts are more complex than 2-3, with a clear purpose and a single main idea. They use more complex vocabulary and sentence structures.	Lexile Band: 300-400	Readers are beginning to read and understand informational texts. Tasks are more complex than 2-3.
6-8	Texts are more complex than 4-5, with a clear purpose and a single main idea. They use more complex vocabulary and sentence structures.	Lexile Band: 400-500	Readers are beginning to read and understand informational texts. Tasks are more complex than 4-5.
9-10	Texts are more complex than 6-8, with a clear purpose and a single main idea. They use more complex vocabulary and sentence structures.	Lexile Band: 500-600	Readers are beginning to read and understand informational texts. Tasks are more complex than 6-8.
11-CCR	Texts are more complex than 9-10, with a clear purpose and a single main idea. They use more complex vocabulary and sentence structures.	Lexile Band: 600-700	Readers are beginning to read and understand informational texts. Tasks are more complex than 9-10.

Text Complexity Grade Bands	Suggested Lexile Range	Suggested Lexile Range**
K-1	100-200	1.0-1.2
2-3	200-300	1.3-1.5
4-5	300-400	1.6-1.8
6-8	400-500	1.9-2.1
9-10	500-600	2.2-2.4
11-CCR	600-700	2.5-2.7



Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

TEXT COMPLEXITY



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Quantitative measures stand as proxies for semantic and syntactic complexity:

- Word difficulty (frequency, length)
- Sentence length and syntax
- Some newer measures also measure text cohesion and other features of vocabulary
- Quantitative and qualitative measures are at once useful and imperfect.
- Quantitative measures are less valid for certain kinds of texts (poetry, drama, K-1 texts) but for all others can place most texts in a complexity band reliably.



WHAT ARE LEXILE MEASURES?

There are two kinds of Lexile measures:

the **Lexile reader measure** –Students receive a Lexile reader measure as a score from a reading test - it describes his or her reading ability.

the **Lexile text measure**-Books and other texts receive a Lexile text measure from a software tool called the Lexile Analyzer - it describes the book's reading demand or difficulty.



SHIFT: STAIRCASE OF COMPLEXITY

- **Lexile Framework for Reading**

- Youtube video (6:28)
- http://www.youtube.com/watch?v=AiFm2Jr8FzY&feature=player_embedded

LEXILE.COM

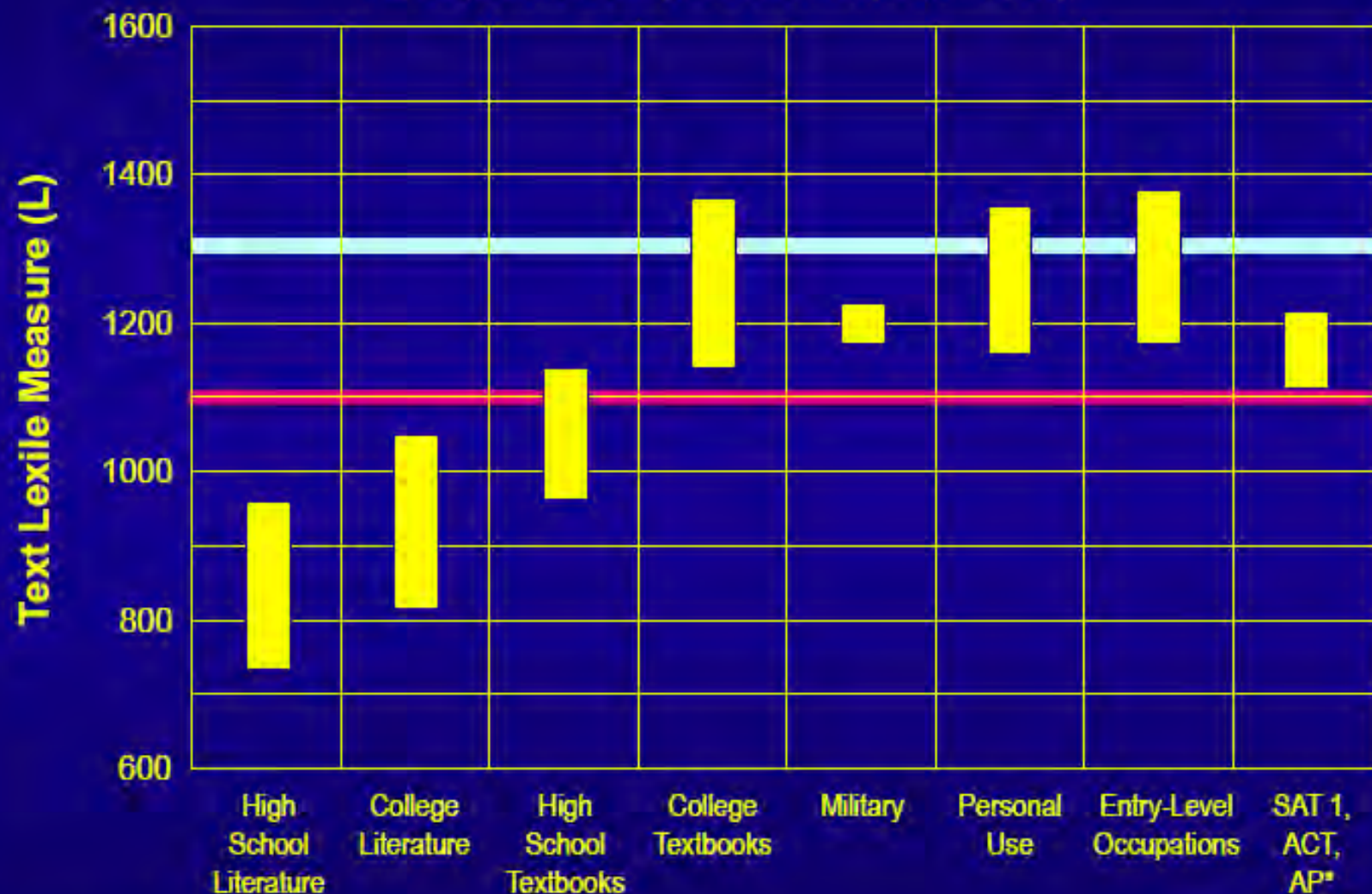
ELA Common Core: Appendix A

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

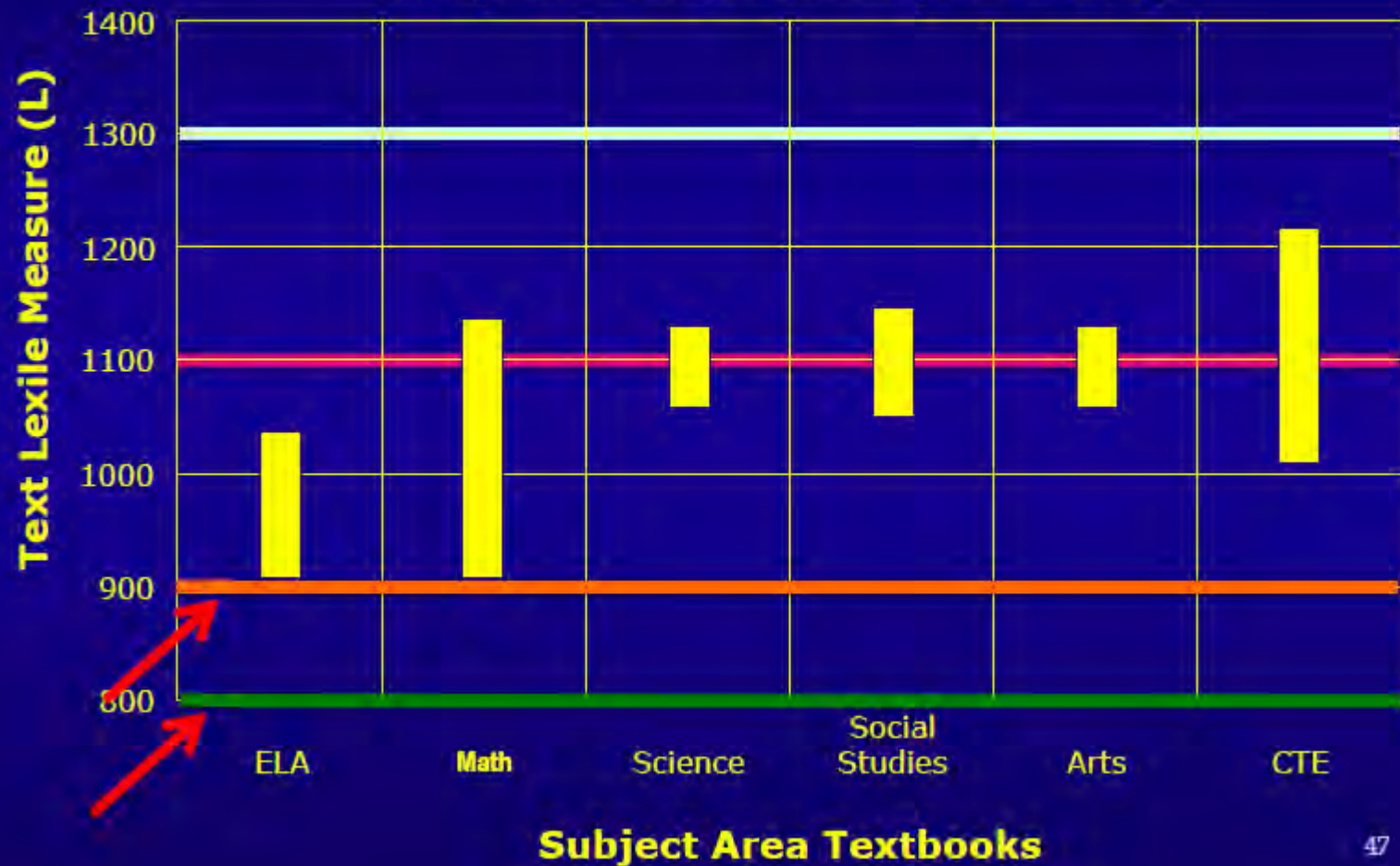


Interquartile Ranges Shown (25% - 75%)



Lexile Framework® for Reading Study
Summary of High School Textbook Lexile Measures

Interquartile Ranges Shown (25% - 75%)





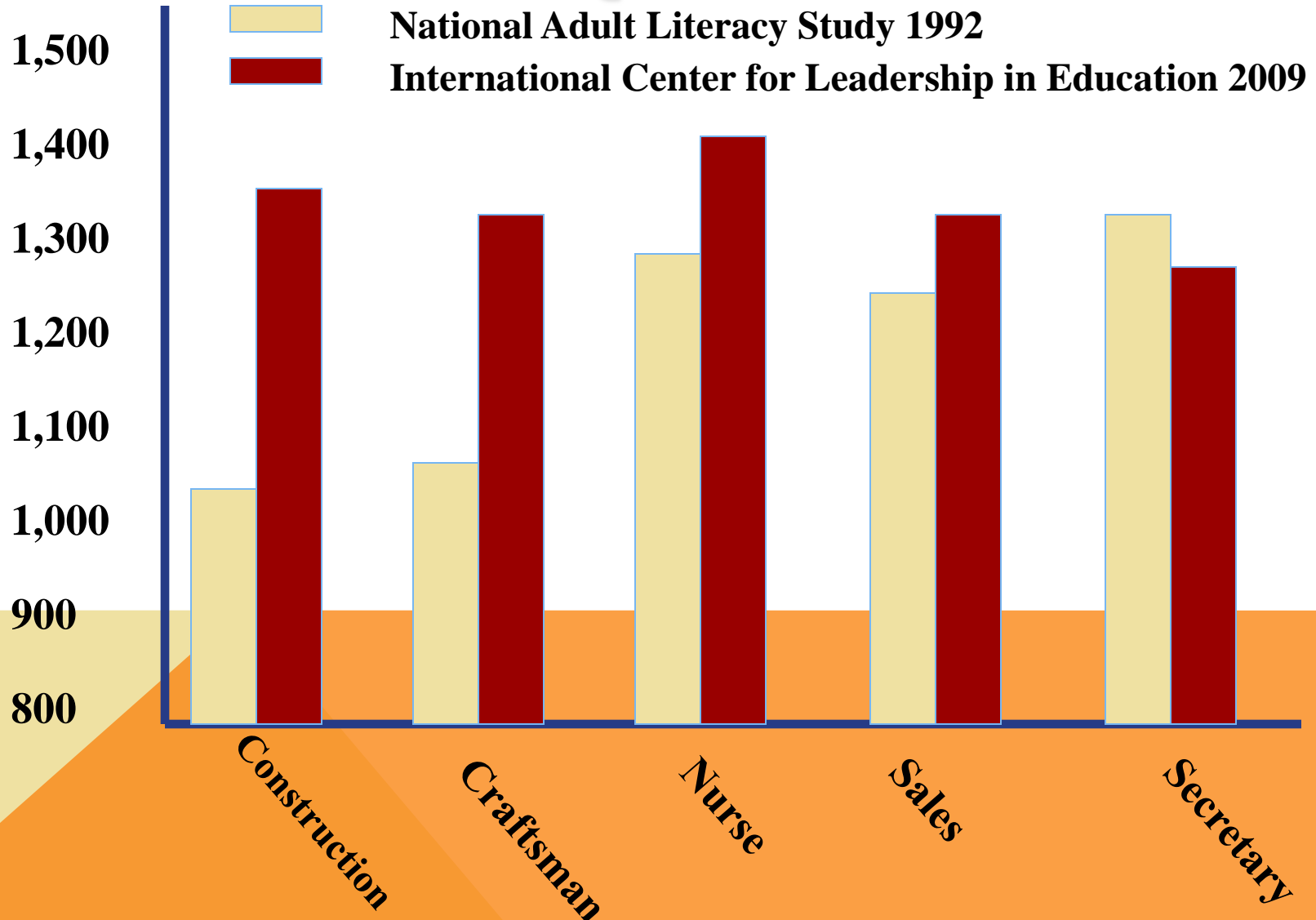
METAMETRICS SURVEY 2000

Arkansas Democrat Gazette	1230 L
Associated Press	1310 L
LA Times	1330 L
Miami Herald	1200 L
New York Post	1280 L
Oakland Tribune	1210 L
Raleigh News & Observer	1220 L
Wall Street Journal	1320 L
USA Today	1200 L

ON-THE JOB

Lexile

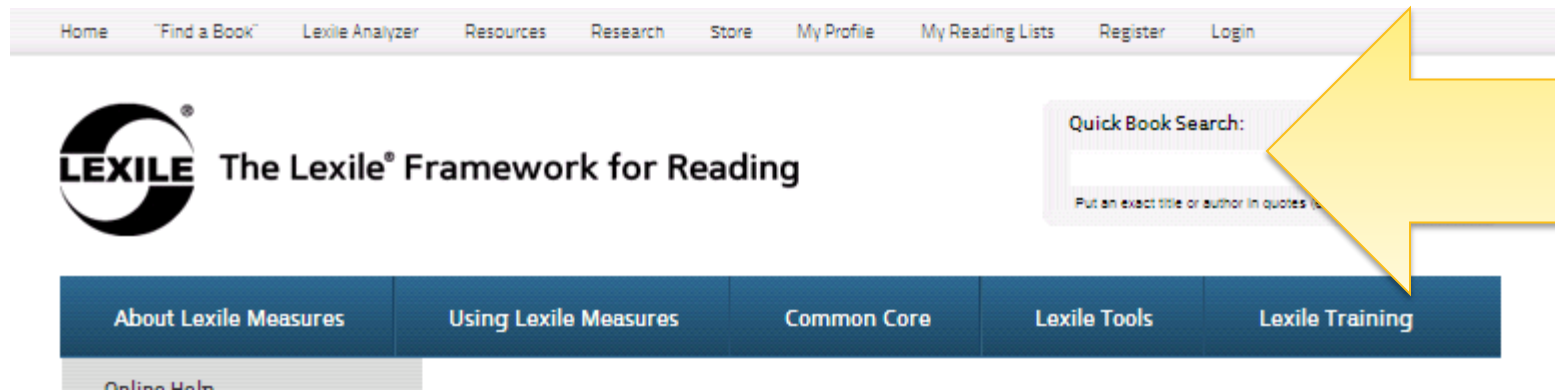
LEXILE REQUIREMENTS



FINDING THE LEXILE LEVEL

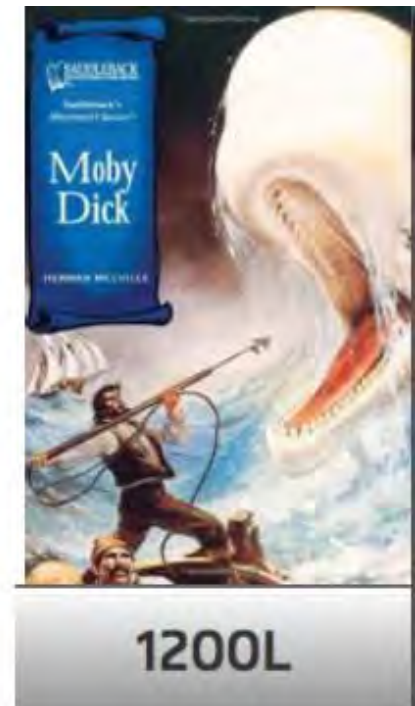
Lexile.com

- Quick Book Search
 - Type in book name or author



Moby Dick

Lexile	Comprehension
1200	
1100	65%
1000	55%
900	44%
800	33%





READER'S EXPECTED COMPREHENSION

Quick Book Search

- Enter book
- Click on book
- Enter student's lexile score in the Lexile Calculator



The Lexile® Framework for Reading

Quick Book Search:

Moby Dick



[Advanced Search](#)

Put an exact title or author in quotes (ex: "new moon")

[About Lexile Measures](#)

[Using Lexile Measures](#)

[Common Core](#)

[Lexile Tools](#)

[Lexile Training](#)



New to Lexile Measures?

This six-minute animated video is the perfect resource for educators and parents to learn more about Lexile measures. Visit the [Video Center](#) for more videos on the Lexile Framework.

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[High and low Lexile text measures - why do some seem easier than others?](#)

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In Search of Moby Dick
by Severin Tim
Among travel and adventure writers, Tim Severin occupies a unique place in that, as Jan Morris ...


Pages: 224

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1200L

Moby-Dick
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A young seaman joins the crew of the whaling ship Pequod, let by the fanatical Captain ...


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by Hervey Bob
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Age Range

Age(s): 0 to Adult

Lexile Filter

Lexile range: BR to 1700L

Bibliographic Filters

Keywords: Moby Dick [\(remove\)](#)

Keywords

Moby Dick

Book Type

☐ Juvenile fiction

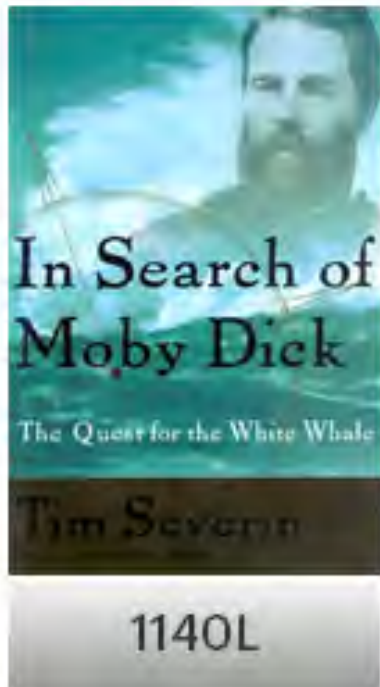
☐ Juvenile nonfiction

☐ Fiction

☐ Award winners

☐ Books in series

Lexile Code



In Search of Moby Dick

Author: Severin, Tim

Page count: 224

Publisher: Basic Books

Copyright: 2000

ISBN: 0465076963

ISBN13: 9780465076963

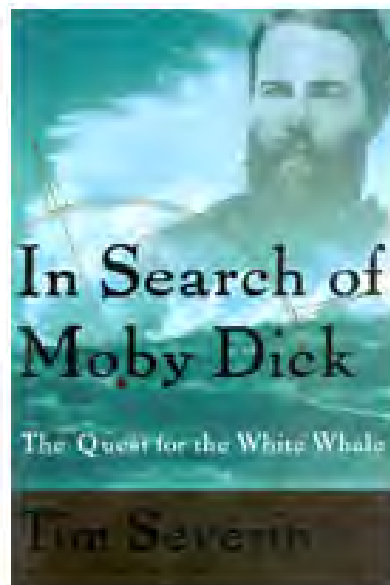
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Lexile Calculator

Get a reader's expected
comprehension.

Lexile.com



1140L

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Author: Severin, Tim

Page count: 224

Publisher: Basic Books

Copyright: 2000

ISBN: 0485078983

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Lexile Calculator

50% Expected
Comprehension
What does this mean?

900

Go

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Comprehension Rates for Fixed Reader Ability

Comprehension Rates for Readers of the Same Ability with Texts of Different Complexity or How Reader Ability and Comprehension Rate Relate Under Varying Text Complexity

Reader Ability	Text Complexity	Text Titles	Comprehension Rates
1000L	500L	<i>The Magic School Bus, Inside the Earth (Cole)</i>	96%
1000L	750L	<i>The Martian Chronicles (Bradbury)</i>	90%
1000L	1000L	<i>The Reader's Digest</i>	75%
1000L	1250L	<i>The Call of the Wild (London)</i>	50%
1000L	1500L	<i>On Equality Among Mankind (Rousseau)</i>	25%




ANALYZING TEXT YOU USE

Analyzing Classroom Text to find Lexile Reading Levels

- (youtube video) 3:39 minutes
- <http://www.youtube.com/watch?v=CRs9sqZVPNg>

Using the Lexile Analyzer

- (youtube video 8+ minutes)
<http://www.youtube.com/watch?v=PdfldEqkKlc&feature=related>

 Shift

Rigor+

College

High

Middle

Elementary



Common Core – Grade Level Targets

Grade	Lexile Target
3	800
5	950
8	1100
10	1200
12	1300

College



ELA Common Core Appendix A

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)


Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
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9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355



TEXT COMPLEXITY



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Qualitative measures complement quantitative measures:

- Purpose
- Language conventionality and clarity
- Text structures
- Knowledge demands

Qualitative measures are on a continuum (not grade/band specific) and most useful working in conjunction with quantitative measures.

QUALITATIVE HANDOUT



Text Complexity: Qualitative Measures Rubric INFORMATIONAL TEXT

Text Title _____ Text Author _____

QUALITATIVE	Very Complex*			Slightly Complex
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> ○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate and specialized for a particular discipline ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline ○ Text Features: If used, greatly enhance the reader's understanding of content ○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential ○ Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting



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Figure 2: Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- ☐ Single level of meaning → Multiple levels of meaning
- ☐ Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

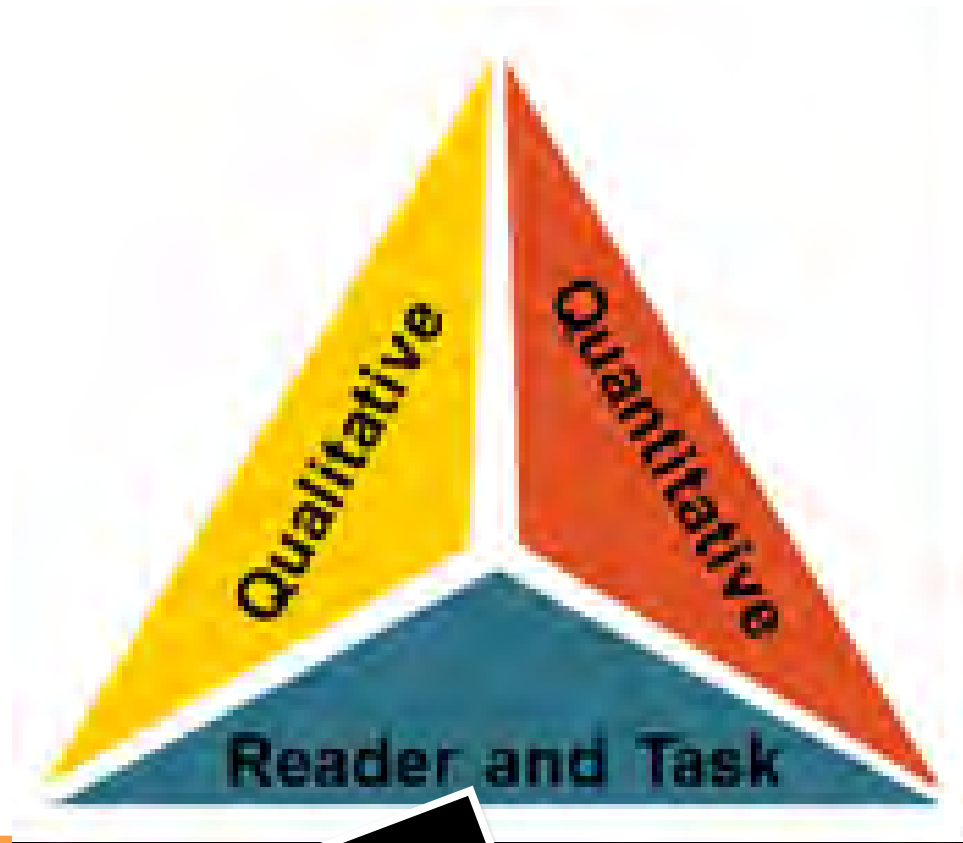
- ☐ Simple → Complex
- ☐ Explicit → Implicit
- ☐ Conventional → Unconventional (chiefly literary texts)
- ☐ Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- ☐ Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)



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TEXT COMPLEXITY





READER AND TASK CONSIDERATION

Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?





General Rule:

Use any one of the **quantitative** analyzer tools to place text into a complexity band level.

For decisions about whether to place a text at the upper, lower, or middle of a band, use **qualitative** analysis.

For drama and poetry, use **qualitative** measures.

Text Complexity Analysis of

Qualitative Measures

Levels of Meaning/Purpose:

Structure:

Language Conventionality and Clarity:

Knowledge Demands:



Quantitative Measures

Figure 3. Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

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6-8	860-1010	955-1155
9-10	960-1115	1000-1205
11-CCR	1070-1220	1215-1355

Reader-Task Considerations

Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary attention to read and comprehend this specific text?
- Will the reader be able to remember and make connections among the various details presented in this specific text?
- Does the reader possess the necessary *arbitrarily/analytic thinking* skills to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the attention, memory, and *arbitrarily/analytic thinking* skills necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary *inferencing* skills to "read between the lines" and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary *visualization* skills to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary *questioning* skills to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary *comprehension strategies* to manage the material in this specific text?
- Will this specific text help to develop the *inferencing* skills, *visualization* skills, *questioning* skills, and *comprehension strategies* necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the reader understand the purpose—*which* might shift over the course of the reading experience—of reading this specific text (i.e., skimming, skimming to learn content, close reading for analysis, etc.)?
- Will the reader be interested in the content of this specific text?



Recommended Placement



Example 2: *The Grapes of Wrath* (Grades 9–10 Text Complexity Band)

Excerpt

The man took off his dark, stained hat and stood with a curious humility in front of the screen. "Could you see your way to sell us a loaf of bread, ma'am?"

Mae said, "This ain't a grocery store. We got bread to make san'widges."

"I know, ma'am." His humility was insistent. "We need bread and there ain't nothin' for quite a piece, they say."

"'F we sell bread we gonna run out." Mae's tone was faltering.

"We're hungry," the man said.

"Whyn't you buy a san'widge? We got nice san'widges, hamburgs."

"We'd sure admire to do that, ma'am. But we can't. We got to make a dime do all of us." And he said embarrassedly, "We ain't got but a little."

Mae said, "You can't get no loaf a bread for a dime. We only got fifteen-cent loafs."

From behind her Al growled, "God Almighty, Mae, give 'em bread."

"We'll run out 'fore the bread truck comes."

"Run out then, goddamn it," said Al. He looked sullenly down at the potato salad he was mixing.

Mae shrugged her plump shoulders and looked to the truck drivers to show them what she was up against.

She held the screen door open and the man came in, bringing a smell of sweat with him. The boys edged behind him and they went immediately to the candy case and stared in—not with craving or with hope or even with desire, but just with a kind of wonder that such things could be. They were alike in size and their faces were alike. One scratched his dusty ankle with the toe nails of his other foot. The other whispered some soft message and then they straightened their arms so that their clenched fists in the overall pockets showed through the thin blue cloth.

Mae opened a drawer and took out a long waxpaper-wrapped loaf. “This here is a fifteen-cent loaf.”

The man put his hat back on his head. He answered with inflexible humility, “Won’t you—can’t you see your way to cut off ten cents’ worth?”

Al said snarlingly, “Goddamn it, Mae. Give ‘em the loaf.”

The man turned toward Al. “No, we want ta buy ten cents’ worth of it. We got it figgered awful close, mister, to get to California.”

Mae said resignedly, “You can have this for ten cents.”

“That’d be robbin’ you, ma’am.”

“Go ahead—Al says to take it.” She pushed the waxpapered loaf across the counter. The man took a deep leather pouch from his rear pocket, untied the strings, and spread it open. It was heavy with silver and with greasy bills.

“May soun’ funny to be so tight,” he apologized. “We got a thousan’ miles to go, an’ we don’ know if we’ll make it.” He dug in the pouch with a forefinger, located a dime, and pinched in for it. When he put it down on the counter he had a penny with it. He was about to drop the penny back into the pouch when his eye fell on the boys frozen before the candy counter. He moved slowly down to them. He pointed in the case at big long sticks of striped peppermint. “Is them penny candy, ma’am?”



Mae moved down and looked in. “Which ones?”

“There, them stripy ones.”

The little boys raised their eyes to her face and they stopped breathing; their mouths were partly opened, their half-naked bodies were rigid.

“Oh—them. Well, no—them’s two for a penny.”

“Well, gimme two then, ma’am.” He placed the copper cent carefully on the counter. The boys expelled their held breath softly. Mae held the big sticks out.

Steinbeck, John. *The Grapes of Wrath*.
New York: Viking, 1967 (1939).



Figure 6: Annotation of *The Grapes of Wrath*

Qualitative Measures	Quantitative Measures
<p>Levels of Meaning</p> <p>There are multiple and often implicit levels of meaning within the excerpt and the novel as a whole. The surface level focuses on the literal journey of the Joads, but the novel also works on metaphorical and philosophical levels.</p>	<p>The quantitative assessment of <i>The Grapes of Wrath</i> demonstrates the difficulty many currently existing readability measures have in capturing adequately the richness of sophisticated works of literature, as various ratings suggest a placement within the grades 2–3 text complexity band. A Coh-Metrix analysis also tends to suggest the text is an easy one since the syntax is uncomplicated and the author uses a conventional story structure and only a moderate number of abstract words. (The analysis does indicate, however, that a great deal of inferencing will be required to interpret and connect the text’s words, sentences, and central ideas.)</p>
<p>Structure</p> <p>The text is relatively simple, explicit, and conventional in form. Events are largely related in chronological order.</p>	
<p>Language Conventionality and Clarity</p> <p>Although the language used is generally familiar, clear, and conversational, the dialect of the characters may pose a challenge for some readers. Steinbeck also puts a great deal of weight on certain less familiar words, such as <i>faltering</i>. In various portions of the novel not fully represented in the excerpt, the author combines rich, vivid, and detailed description with an economy of words that requires heavy inferencing.</p>	
<p>Knowledge Demands</p> <p>The themes are sophisticated. The experiences and perspective conveyed will be different from those of many students. Knowledge of the Great Depression, the “Okie Migration” to California, and the religion and music of the migrants is helpful, but the author himself provides much of the context needed for comprehension.</p>	<p>Reader-Task Considerations</p> <p>These are to be determined locally with reference to such variables as a student’s motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.</p>
	<p>Recommended Placement</p> <p>Though considered extremely easy by many quantitative measures, <i>The Grapes of Wrath</i> has a sophistication of theme and content that makes it more suitable for early high school (grades 9–10), which is where the Standards have placed it. In this case, qualitative measures have overruled the quantitative measures.</p>



Complete the following chart with texts that you teach in your classroom or texts that are taught in your school or district.

	Text Title	Current Grade Level Taught	CCSS Grade-Band Level*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			



BALANCING COMPLEX TEXT

"Students' ability to read complex text does not always develop in a linear fashion."

"Students need opportunities to stretch their reading but also to experience the satisfaction and pleasure of easy, fluent reading within them both of which the Standards allow for."

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4/12/2012





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The Standards' Grade-Specific Text Complexity Demands

As illustrated in figure 4, text complexity in the Standards is defined in grade bands: grades 2–3, 4–5, 6–8, 9–10, and 11–CCR.5 Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band.

Figure 4: The Progression of Reading Standard 10

Grade(s)	Reading Standard 10 (Individual text types omitted)
K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry [Informational texts] of appropriate complexity for grade 1.
2	By the end of the year, read and comprehend literature [Informational texts] in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature [Informational texts] at the high end of the grades 2–3 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature [Informational texts] in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	By the end of the year, read and comprehend literature [Informational texts] at the high end of the grades 4–5 text complexity band independently and proficiently.
6	By the end of the year, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	By the end of the year, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6–8 text complexity band independently and proficiently.
9–10	By the end of grade 9, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.
11–12	By the end of grade 11, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [Informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.



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Key Considerations in Implementing Text Complexity

Texts and Measurement Tools

The tools for measuring text complexity are at once useful and imperfect. Each of the qualitative and quantitative tools described above has its limitations, and none is completely accurate. The development of new and improved text complexity tools should follow the release of the Standards as quickly as possible. In the meantime, the Standards recommend that multiple quantitative measures be used whenever possible and that their results be confirmed or overruled by a qualitative analysis of the text in question.

Certain measures are less valid or inappropriate for certain kinds of texts. Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry's difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language. The Standards' poetry and K–1 text exemplars were placed into grade bands by expert teachers drawing on classroom experience.

Many current quantitative measures underestimate the challenge posed by complex narrative fiction. Quantitative measures of text complexity, particularly those that rely exclusively or in large part on word- and sentence-level factors, tend to assign sophisticated works of literature excessively low scores. For example, as illustrated in example 2 below, some widely used quantitative measures; including the Flesch-Kincaid Grade Level test and the Lexile Framework for Reading, rate the Pulitzer Prize-winning novel *Grapes of Wrath* as appropriate for grades 2–3. This counterintuitive result emerges because works such as *Grapes* often express complex





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ideas in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Until widely available quantitative tools can better account for factors recognized as making such texts challenging, including multiple levels of meaning and mature themes, preference should likely be given to qualitative measures of text complexity when evaluating narrative fiction intended for students in grade 6 and above.

Measures of text complexity must be aligned with college and career readiness expectations for all students. Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. MetaMetrics, for example, has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

APPENDIX A | 8

⁴RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND. The quoted text appears in pages xiii-xvi.



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Figure 2: Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- ☐ Single level of meaning → Multiple levels of meaning
- ☐ Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

- ☐ Simple → Complex
- ☐ Explicit → Implicit
- ☐ Conventional → Unconventional (chiefly literary texts)
- ☐ Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- ☐ Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- ☐ Simple graphics → Sophisticated graphics
- ☐ Graphics unnecessary or merely supplementary to understanding the text
→ Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventionality and Clarity

- ☐ Literal → Figurative or ironic
- ☐ Clear → Ambiguous or purposefully misleading
- ☐ Contemporary, familiar → Archaic or otherwise unfamiliar
- ☐ Conversational → General academic and domain-specific



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Knowledge Demands: Life Experiences (literary texts)

- ☐ Simple theme → Complex or sophisticated themes
- ☐ Single themes → Multiple themes
- ☐ Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- ☐ Single perspective → Multiple perspectives
- ☐ Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- ☐ Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- ☐ Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- ☐ Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- ☐ Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Chall, J. S., Bissex, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers*. Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education- Appendix A Common Core State Standards p. 6



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Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



Questions for Professional Reflection on Reader and Task Considerations

- Might the reader **develop an interest in this content** because of this text?
- Will the reader be **interested and engaged with the style of writing and the presentation of ideas** within this specific text?
- Will the text **maintain the reader's motivation and engagement** throughout the reading experience?

Prior Knowledge and Experience

- Does the reader possess **adequate prior knowledge and/or experience regarding the topic** of this specific text to manage the material that is presented?
- Are there any **explicit connections** that can be made between what content the reader will encounter in this specific text and other learning that may occur in this or another class?
- Does the reader possess **adequate prior knowledge and/or experience regarding the vocabulary** used within this specific text to manage the material that is presented?
- Does the reader possess **adequate knowledge of and/or experience with the genre** of this specific text to manage the material that is presented?

Content and/or Theme Concerns

- Are there any **potentially concerning elements of content or theme** that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?
- Does the reader possess the **maturity** to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

- Will the **complexity of any before-, during-, or after-reading tasks** associated with this specific text interfere with the reading experience?
- Will the **complexity of any questions asked or discussed** concerning this text interfere with the reading experience?



Text Complexity Analysis of

Qualitative Measures

Quantitative Measures

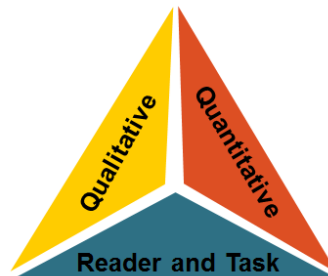
Levels of Meaning/Purpose:

Structure:

Reader-Task Considerations

Language Conventionality and Clarity:

Knowledge Demands:



Recommended Placement

Complete the following chart with texts that you teach in your classroom or texts that are taught in your school or district.

	Text Title	Current Grade Level Taught	CCSS Grade-Band Level*
1			
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*Refer to Appendix B of the Common Core State Standards for English Language Arts